

**STUDENT AID AWARENESS WORK TEAM  
MEETING MINUTES  
MARCH/8/01**

<b>ATTENDEES</b>
• Bill
• Hazel
• Kristine
• Linda
• Mary K
• Nancy

**NEXT STEPS**

<b>WHAT</b>	<b>WHO</b>	<b>BY WHEN</b>	<b>DATE COMPLETED</b>
• Summarize Quick Hits status	Mary K		
• Meet with FTC for web protocols	Bill	4/23	
• Write bullets for a monthly one-pager (PTA), and send to Mary K	Linda	3/12	
• Get people to run PTA booth	Linda		
• Bullet points of Cindy at McNair	Bill	3/12	
• NSSFNS–find out who from Dena’s group is covering	Mary K	3/12	
• Develop a long-term objective (2004) for your assigned long-term direction below and a sequence of activities with milestone deliverables/objectives along the way of how to get from where we are to that long-term objective. You can make use of the 2 brainstorm lists below “2001 objectives” & “2001 pet projects” as possible activities that you believe should be a key part of your assigned area & then determine what the specific deliverable would be– <ul style="list-style-type: none"> <li>• Campaign management information system</li> <li>• Targeting aid information to populations that need it most</li> <li>• Established-term partnerships to promote access to post-secondary education</li> <li>• Energized workforce and leadership</li> </ul>	Kristine Bill Hazel Linda		
• Synthesize outputs brainstorm	Mary K	3/12	
• Send a sample work plan/objectives to team	Kristine	3/12	

• Send out minutes from today's meeting	Nancy	3/9	
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## LONG-TERM DIRECTION

Below is a list of the 4 key long-term direction areas, and under each is the initial wording that led to that area and any other items that we combined with that area.

- **Campaign management information system-**
  - Any questions COO asks about who comes to us and why, we can answer through “our” system
  - Informed decision-making
  - We can measure our success
  - We understand how to best reach our customer segments
- **Targeting aid information to populations that need it most-**
  - We’ve targeted segments for receiving aid awareness that collectively create a diverse group of students to help each realize they can have access to post-secondary education
  - Information is disseminated efficiently to the right people at the right time
- **Established long-term partnerships to promote access to post-secondary education-**
  - We’re a leader in setting direction, and we partner with others to foster relationships that support access
- **Energized workforce and leadership-**
  - We have an energized workforce that believes and cares that our work is important and is flexible enough to go with the flow

## OUTPUTS OF WHOLE PROCESS- FIRST PASS BRAINSTORM

- More people know there’s federal aid
- Increase in awareness
- People know what FAFSA is—general population
- People get the right information, at the right time, ...
- People know there’s financial aid/resources to participate in post-secondary education
- People will have more information from which to make informed choices about post-secondary education
- Getting student aid information is so smooth that people naturally move to applications

## **INITIAL BRAINSTORM ON 2001 OBJECTIVES**

- Train staff on FAFSA prep/financial aid workshop
- Determine what skills are needed
- Develop series of brochures on specific topics
- Determine who to reach now
- Include, “how did you hear about 4-fed-aid” at PIC
- Select MIS system and sequencing plan
- Presence at conferences to promote aid awareness
- Naming “actings” in management roles
- Establish web-links with different organizations
- Research data sources about various populations
- Build up information on the needs of 2 groups so we can develop materials for them
- Institutionalize partnerships
- Set internal performance objectives for each outreach activity—e.g. conferences, pilot publications,...
- Establish mechanism for focus groups
- Conduct financial aid workshops
- Capture what “is”—what we currently have in place—e.g.
  - Partnerships
- Determine and define our key operational processes—
  - Which critical few processes are repetitive in SAA?
  - How do they work now?
  - How should they work?
- Develop modular packages of financial aid information that can be used for education
- Market internally, to SFA, what we are doing

## **INITIAL BRAINSTORM OF 2001 “PET PROJECTS”**

- Use Perkins data to identify low income high schools and proceed to outreach to provide aid awareness
- Use blank pages of text books/real estate Jovanavitz
- Develop off-the-shelf pamphlets & other media materials
- Monthly pages—wed-site pull-down
- Identify other federal agencies that provide services to our population and partner with them
- Use branding campaign for our own efforts
- Own *Think College Early*
- Work with NASFA to have a financial aid week
- Establish a focus group mechanism
- Explore using the ETS model to do a financial aid prep day on-line
- Put buttons on web site to promote e-information
- Partner with current financial aid professionals to help us to do outreach
- Put canned student aid awareness information in presentation on SFA net
- Explore whether support “Paving the Way”

- Set up infrastructure—focus the passion

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<ul style="list-style-type: none"> <li>• Lunch</li> </ul>	<ul style="list-style-type: none"> <li>• After lunch lull</li> </ul>
<ul style="list-style-type: none"> <li>• Seeing alignment with customers—validation</li> </ul>	<ul style="list-style-type: none"> <li>• Too bureaucratic—shouldn't have to speak in small units; wastes time; we know what we want/need to do</li> </ul>
<ul style="list-style-type: none"> <li>• Voiced dissenting opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Too focused on procedure</li> </ul>
<ul style="list-style-type: none"> <li>• Skeptical, but still willing to move along</li> </ul>	
<ul style="list-style-type: none"> <li>• We do have to bring other people along</li> </ul>	